

A QUALITATIVE STUDY OF THE PERCEPTIONS
OF THE USE OF THE TEACHER WORK SAMPLE METHODOLOGY
IN STUDENT TEACHING

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ABSTRACT

The purpose of this qualitative case study was to understand the perceptions of Early Childhood student teachers. This happened through the use of *think-aloud* journals documenting the use of the methodology of the Teacher Work Sample (TWS). Two participants completed the study and showed transformation in using the methodology. The highest scoring participant was at a much higher level of transformation than the lowest participant. Confidence was evident from the highest scorer while the lowest seemed stressed and overwhelmed. Neither participant valued teacher opinion over the methodology. Early Childhood faculty will need to find ways to support student teachers in order for full transformation to take place. A future study could include elementary student teachers.